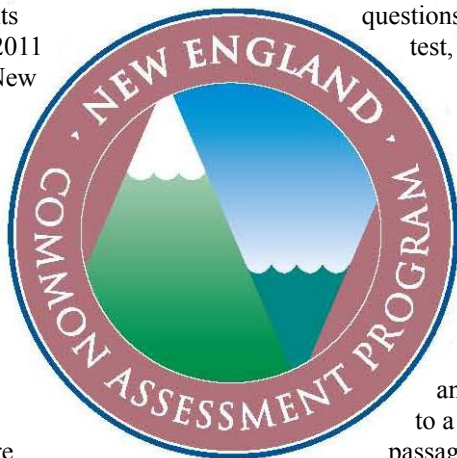


About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

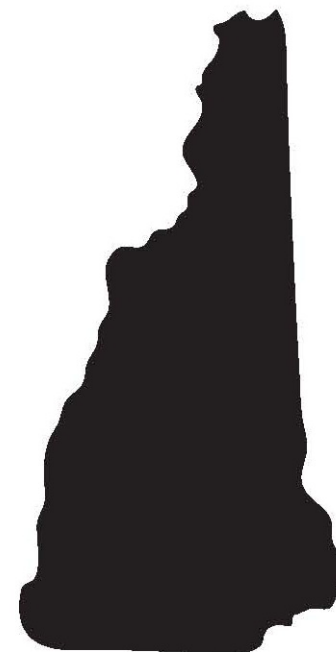
NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

State Results

State: New Hampshire



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

State: New Hampshire

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							15,237									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							14,940	14,962	14,882							98	98	98
							2,379	2,404	2,271							16	16	15
Current LEP Students							284	318	278							2	2	2
With an approved accommodation							109	151	108							38	47	39
IEP Students							2,430	2,424	2,408							16	16	16
With an approved accommodation							1,768	1,752	1,680							73	72	70
Students not tested in NECAP							297	275	355							2	2	2
State Approved							218	197	235							73	72	66
Alternate Assessment							162	162	161							74	82	69
First Year LEP							28	0	28							13	0	12
Withdrew After October 1							6	12	21							3	6	9
Enrolled After October 1							6	4	4							3	2	2
Special Consideration							16	19	21							7	10	9
Other							79	78	120							27	28	34

NECAP RESULTS

	State																		
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N
READING	15,237	218	79	14,940	4,037	27	8,210	55	2,009	13	684	5	851						
MATH	15,237	197	78	14,962	3,402	23	6,769	45	2,656	18	2,135	14	844						
WRITING	15,237	235	120	14,882	1,672	11	7,491	50	4,492	30	1,227	8	841						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Reading Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

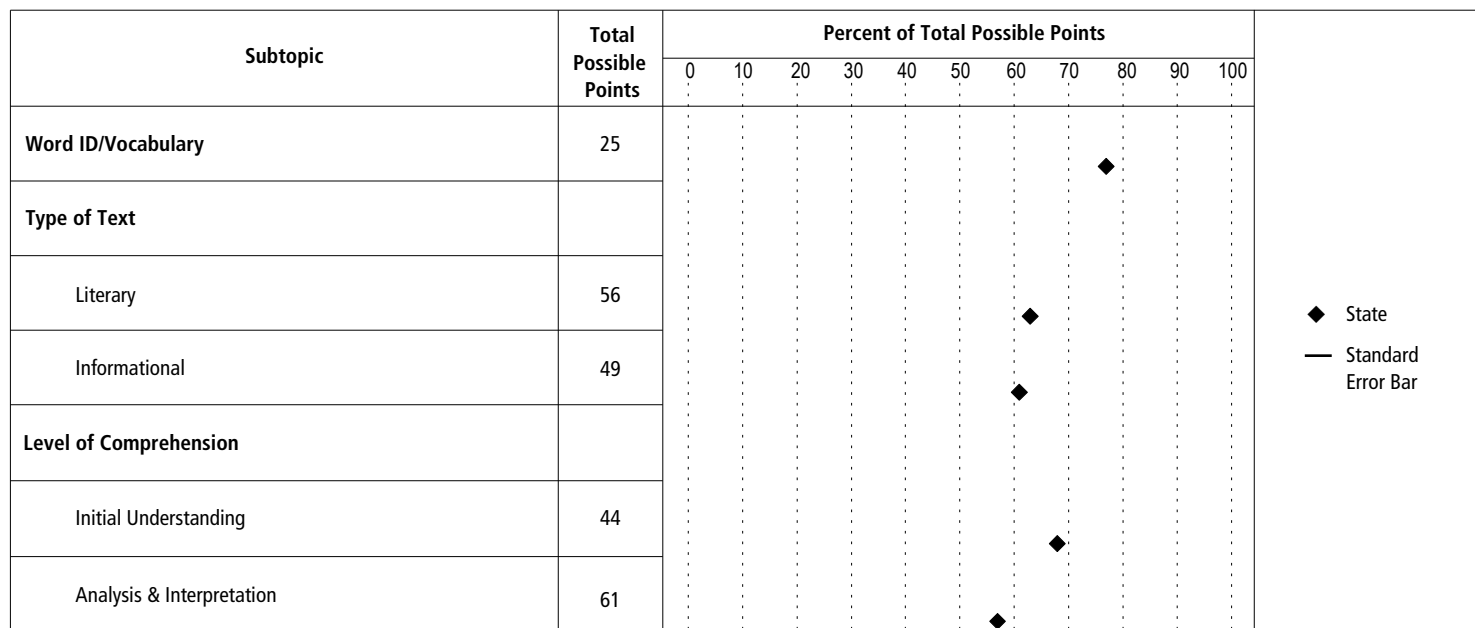
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
State													
2009-10	15,671	218	84	15,369	3,326	22	8,305	54	2,874	19	864	6	849
2010-11	15,492	205	114	15,173	3,540	23	8,365	55	2,620	17	648	4	850
2011-12	15,237	218	79	14,940	4,037	27	8,210	55	2,009	13	684	5	851
Cumulative													
Total	46,400	641	277	45,482	10,903	24	24,880	55	7,503	16	2,196	5	850





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Reading Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15,237	218	79	14,940	4,037	27	8,210	55	2,009	13	684	5	851												
Gender																									
Male	7,887	132	60	7,695	1,540	20	4,417	57	1,269	16	469	6	848												
Female	7,350	86	19	7,245	2,497	34	3,793	52	740	10	215	3	853												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	644	18	7	619	88	14	309	50	137	22	85	14	844												
Not Hispanic or Latino																									
American Indian or Alaskan Native	55	0	1	54	14	26	25	46	13	24	2	4	849												
Asian	368	14	4	350	146	42	155	44	36	10	13	4	855												
Black or African American	329	3	1	325	46	14	161	50	73	22	45	14	844												
Native Hawaiian or Pacific Islander	13	2	0	11	4	36	4	36	3	27	0	0	852												
White	13,627	181	63	13,383	3,671	27	7,454	56	1,727	13	531	4	851												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	201	0	3	198	68	34	102	52	20	10	8	4	853												
LEP Status																									
Current LEP student	326	32	10	284	9	3	92	32	91	32	92	32	835												
Former LEP student - monitoring year 1	19	0	0	19	3	16	14	74	2	11	0	0	848												
Former LEP student - monitoring year 2	29	0	0	29	7	24	15	52	7	24	0	0	850												
All Other Students	14,863	186	69	14,608	4,018	28	8,089	55	1,909	13	592	4	851												
IEP																									
Students with an IEP	2,635	169	36	2,430	97	4	1,011	42	850	35	472	19	838												
All Other Students	12,602	49	43	12,510	3,940	31	7,199	58	1,159	9	212	2	853												
SES																									
Economically Disadvantaged Students	3,884	75	28	3,781	458	12	2,082	55	848	22	393	10	844												
All Other Students	11,353	143	51	11,159	3,579	32	6,128	55	1,161	10	291	3	853												
Migrant																									
Migrant Students	1	1	0	0																					
All Other Students	15,236	217	79	14,940	4,037	27	8,210	55	2,009	13	684	5	851												
Title I																									
Students Receiving Title I Services	458	4	5	449	50	11	271	60	105	23	23	5	846												
All Other Students	14,779	214	74	14,491	3,987	28	7,939	55	1,904	13	661	5	851												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Mathematics Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

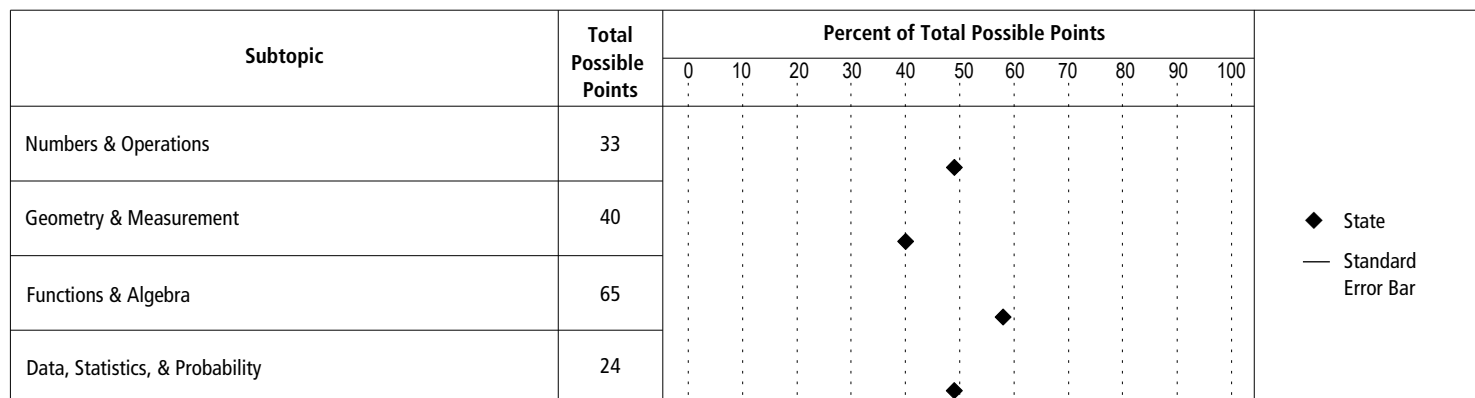
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	15,671	195	87	15,389	3,224	21	6,885	45	2,760	18	2,520	16	843
2010-11	15,492	186	98	15,208	3,119	21	6,783	45	2,901	19	2,405	16	843
2011-12	15,237	197	78	14,962	3,402	23	6,769	45	2,656	18	2,135	14	844
Cumulative Total	46,400	578	263	45,559	9,745	21	20,437	45	8,317	18	7,060	15	843





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Mathematics Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15,237	197	78	14,962	3,402	23	6,769	45	2,656	18	2,135	14	844												
Gender																									
Male	7,887	120	59	7,708	1,760	23	3,383	44	1,382	18	1,183	15	844												
Female	7,350	77	19	7,254	1,642	23	3,386	47	1,274	18	952	13	844												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	644	9	5	630	63	10	208	33	138	22	221	35	838												
Not Hispanic or Latino																									
American Indian or Alaskan Native	55	0	1	54	8	15	24	44	8	15	14	26	841												
Asian	368	2	2	364	144	40	141	39	38	10	41	11	848												
Black or African American	329	2	1	326	23	7	94	29	89	27	120	37	837												
Native Hawaiian or Pacific Islander	13	1	0	12	3	25	4	33	3	25	2	17	843												
White	13,627	182	67	13,378	3,115	23	6,207	46	2,347	18	1,709	13	844												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	201	1	2	198	46	23	91	46	33	17	28	14	845												
LEP Status																									
Current LEP student	326	4	4	318	5	2	55	17	71	22	187	59	831												
Former LEP student - monitoring year 1	19	0	0	19	1	5	8	42	8	42	2	11	841												
Former LEP student - monitoring year 2	29	0	0	29	6	21	9	31	9	31	5	17	843												
All Other Students	14,863	193	74	14,596	3,390	23	6,697	46	2,568	18	1,941	13	844												
IEP																									
Students with an IEP	2,635	170	41	2,424	67	3	521	21	671	28	1,165	48	834												
All Other Students	12,602	27	37	12,538	3,335	27	6,248	50	1,985	16	970	8	846												
SES																									
Economically Disadvantaged Students	3,884	75	29	3,780	336	9	1,460	39	916	24	1,068	28	839												
All Other Students	11,353	122	49	11,182	3,066	27	5,309	47	1,740	16	1,067	10	846												
Migrant																									
Migrant Students	1	0	0	1																					
All Other Students	15,236	197	78	14,961	3,402	23	6,769	45	2,656	18	2,134	14	844												
Title I																									
Students Receiving Title I Services	478	4	4	470	14	3	185	39	149	32	122	26	838												
All Other Students	14,759	193	74	14,492	3,388	23	6,584	45	2,507	17	2,013	14	844												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Writing Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

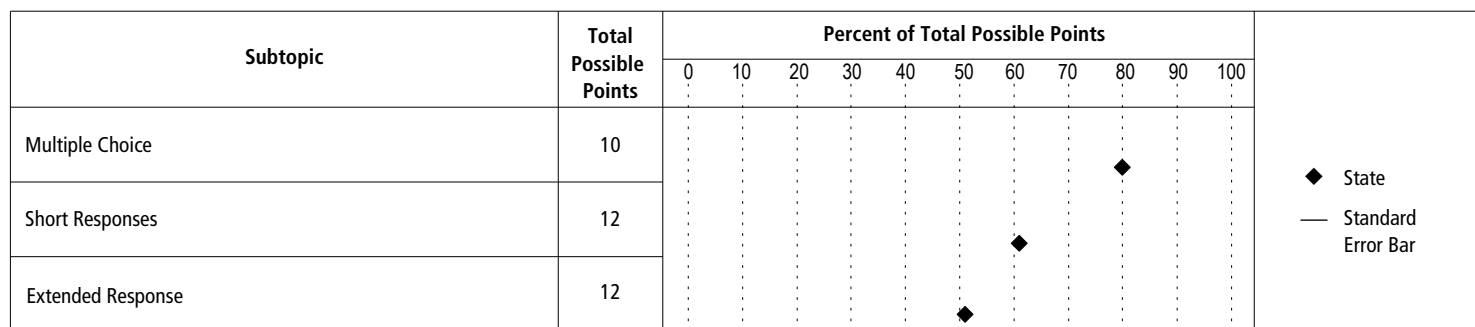
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10													
2010-11	15,492	209	158	15,125	1,829	12	7,875	52	4,394	29	1,027	7	842
2011-12	15,237	235	120	14,882	1,672	11	7,491	50	4,492	30	1,227	8	841
Cumulative Total	30,729	444	278	30,007	3,501	12	15,366	51	8,886	30	2,254	8	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Writing Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15,237	235	120	14,882	1,672	11	7,491	50	4,492	30	1,227	8	841												
Gender																									
Male	7,887	139	84	7,664	513	7	3,374	44	2,870	37	907	12	839												
Female	7,350	96	36	7,218	1,159	16	4,117	57	1,622	22	320	4	844												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	644	21	12	611	33	5	243	40	210	34	125	20	836												
Not Hispanic or Latino																									
American Indian or Alaskan Native	55	0	1	54	4	7	23	43	18	33	9	17	838												
Asian	368	14	3	351	79	23	189	54	60	17	23	7	845												
Black or African American	329	4	5	320	13	4	118	37	124	39	65	20	836												
Native Hawaiian or Pacific Islander	13	2	0	11	2	18	3	27	5	45	1	9	839												
White	13,627	193	96	13,338	1,507	11	6,819	51	4,023	30	989	7	842												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	201	1	3	197	34	17	96	49	52	26	15	8	842												
LEP Status																									
Current LEP student	326	33	15	278	2	1	56	20	110	40	110	40	829												
Former LEP student - monitoring year 1	19	0	0	19	2	11	12	63	5	26	0	0	843												
Former LEP student - monitoring year 2	29	0	0	29	1	3	14	48	10	34	4	14	839												
All Other Students	14,863	202	105	14,556	1,667	11	7,409	51	4,367	30	1,113	8	842												
IEP																									
Students with an IEP	2,635	173	54	2,408	18	1	438	18	1,195	50	757	31	831												
All Other Students	12,602	62	66	12,474	1,654	13	7,053	57	3,297	26	470	4	843												
SES																									
Economically Disadvantaged Students	3,884	82	54	3,748	154	4	1,442	38	1,481	40	671	18	836												
All Other Students	11,353	153	66	11,134	1,518	14	6,049	54	3,011	27	556	5	843												
Migrant																									
Migrant Students	1	1	0	0																					
All Other Students	15,236	234	120	14,882	1,672	11	7,491	50	4,492	30	1,227	8	841												
Title I																									
Students Receiving Title I Services	458	7	7	444	14	3	196	44	190	43	44	10	838												
All Other Students	14,779	228	113	14,438	1,658	11	7,295	51	4,302	30	1,183	8	841												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.